



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2008  
Code: 10651858  
SAU: Gorham School Department  
School: Gorham Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

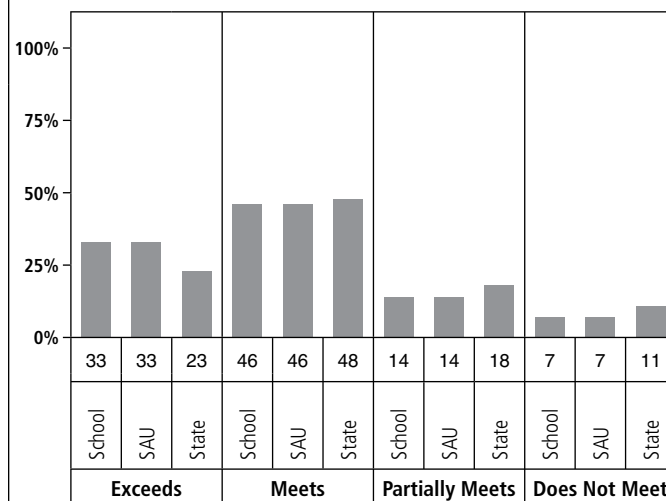
SAU: Gorham School Department

School: Gorham Middle School

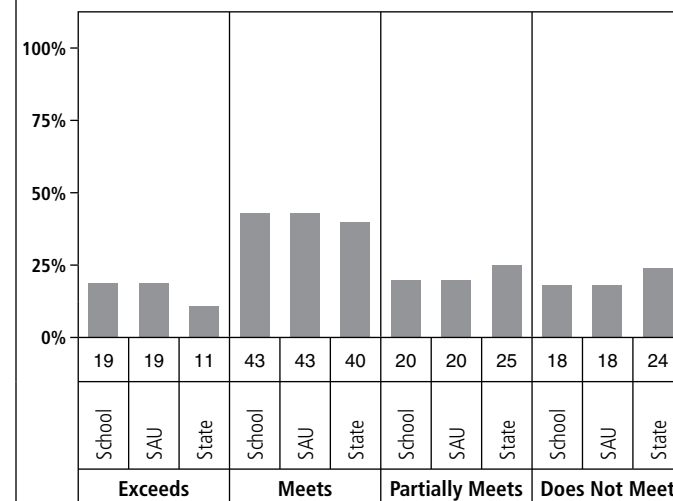
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	845	844	845
2006–2007	852	852	847
<b>2007–2008</b>	<b>854</b>	<b>854</b>	<b>849</b>
Cum. Avg. *	850	850	847
<b>Mathematics</b>			
2005–2006	838	838	840
2006–2007	844	844	842
<b>2007–2008</b>	<b>846</b>	<b>846</b>	<b>841</b>
Cum. Avg. *	843	843	841
<b>Science &amp; Technology</b>			
2005–2006	846	846	846
2006–2007	851	851	847
<b>2007–2008</b>	<b>851</b>	<b>851</b>	<b>847</b>
Cum. Avg. *	849	849	847

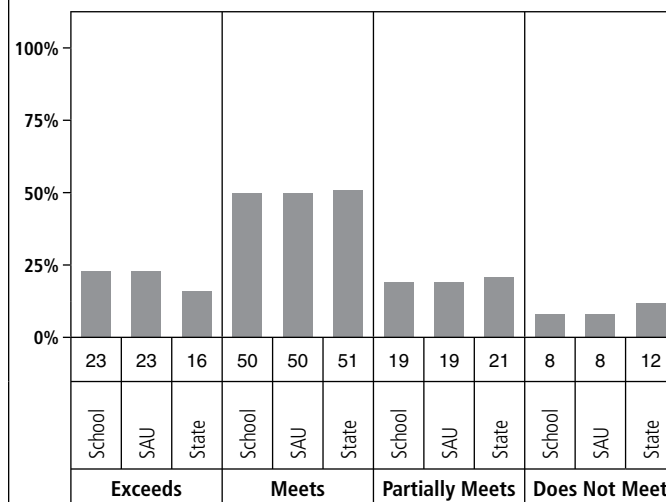
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 8  
 SAU: Gorham School Department  
 School: Gorham Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	213	100	213	100	15274	100	212	100	212	100	15102	99	212	100	212	100	15097	99	212	100	212	100	15080	99						
Ethnicity African American/Black	1	0	1	0	368	2	1	100	1	100	356	97	1	100	1	100	360	98	1	100	1	100	356	97						
American Indian or Native Alaskan	1	0	1	0	120	1	1	100	1	100	117	98	1	100	1	100	117	98	1	100	1	100	117	98						
Asian or Pacific Islander	2	1	2	1	186	1	2	100	2	100	181	97	2	100	2	100	182	98	2	100	2	100	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	209	98	209	98	14461	95	208	100	208	100	14312	99	208	100	208	100	14302	99	208	100	208	100	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	31	15	31	15	2508	16	31	100	31	100	2446	98	31	100	31	100	2441	98	31	100	31	100	2431	98						
Current LEP	3	1	3	1	327	2	3	100	3	100	316	97	3	100	3	100	322	99	3	100	3	100	322	99						
Economically disadvantaged	32	15	32	15	5420	35	32	100	32	100	5329	99	32	100	32	100	5324	99	32	100	32	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	187	88	187	88	12703	83	187	88	187	88	12694	83	187	88	187	88	12710	83						
Identified disability (PET/IEP)	6	3	6	3	437	3	6	3	6	3	421	3	6	3	6	3	445	4						
LEP	3	2	3	2	172	1	3	2	3	2	172	1	3	2	3	2	173	1						
504 plan	4	2	4	2	229	2	4	2	4	2	231	2	4	2	4	2	230	2						
Participation with accommodations	22	10	22	10	2221	15	22	10	22	10	2227	15	22	10	22	10	2197	14						
Identified disability (PET/IEP)	22	100	22	100	1832	82	22	100	22	100	1844	83	22	100	22	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	3	1	3	1	177	1	3	1	3	1	176	1	3	1	3	1	173	1						
Identified disability (PET/IEP)	3	100	3	100	177	100	3	100	3	100	176	100	3	100	3	100	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	1	0	1	0	140	1	1	0	1	0	143	1	1	0	1	0	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Gorham School Department
School:	Gorham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	30	14	30	14	2695	17
	2006-2007	48	23	48	23	2407	16
	<b>2007-2008</b>	<b>70</b>	<b>33</b>	<b>70</b>	<b>33</b>	<b>3428</b>	<b>23</b>
	Cum. Total*	148	23	148	23	8530	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	99	45	99	45	6830	42
	2006-2007	113	53	113	53	7494	49
	<b>2007-2008</b>	<b>96</b>	<b>46</b>	<b>96</b>	<b>46</b>	<b>7179</b>	<b>48</b>
	Cum. Total*	308	48	308	48	21503	46
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	50	23	50	23	3741	23
	2006-2007	37	17	37	17	3628	24
	<b>2007-2008</b>	<b>29</b>	<b>14</b>	<b>29</b>	<b>14</b>	<b>2706</b>	<b>18</b>
	Cum. Total*	116	18	116	18	10075	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	39	18	40	18	3003	18
	2006-2007	15	7	15	7	1810	12
	<b>2007-2008</b>	<b>14</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>1611</b>	<b>11</b>
	Cum. Total*	68	11	69	11	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	39.5	70.5	39.5	70.5	36.9	65.9
<b>Literary Text</b>	<b>28</b>	<b>50</b>	19.7	70.4	19.7	70.4	18.3	65.4
<b>Informational Text</b>	<b>28</b>	<b>50</b>	19.7	70.4	19.7	70.4	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Gorham School Department  
 School: Gorham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	209	70	33	96	46	29	14	14	7	854	209	33	46	14	7	854	14924	23	48	18	11	849
<b>Ethnicity</b>																						
African American/Black	1										1						348	11	38	22	29	840
American Indian or Native Alaskan	1										1						117	9	43	29	19	842
Asian or Pacific Islander	2										2						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	205	69	34	95	46	28	14	13	6	854	205	34	46	14	6	854	14149	23	49	18	10	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	28	0	0	7	25	10	36	11	39	834	28	0	25	36	39	834	2269	3	24	32	42	833
No	181	70	39	89	49	19	10	3	2	857	181	39	49	10	2	857	12655	27	52	16	5	852
<b>Current LEP</b>																						
Yes	3										3						308	8	30	27	34	837
No	206	70	34	95	46	28	14	13	6	854	206	34	46	14	6	854	14616	23	48	18	10	850
<b>Economically disadvantaged</b>																						
Yes	32	6	19	14	44	7	22	5	16	847	32	19	44	22	16	847	5222	12	44	25	19	843
No	177	64	36	82	46	22	12	9	5	855	177	36	46	12	5	855	9702	29	50	14	7	853
<b>Migrant</b>																						
Yes	0										0						7	0	86	0	14	850
No	209	70	33	96	46	29	14	14	7	854	209	33	46	14	7	854	14917	23	48	18	11	849
<b>Gender</b>																						
Female	97	42	43	41	42	11	11	3	3	858	97	43	42	11	3	858	7198	30	48	15	7	853
Male	112	28	25	55	49	18	16	11	10	851	112	25	49	16	10	851	7726	17	49	21	14	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	17	0	0	8	47	6	35	3	18	841	17	0	47	35	18	841	807	9	41	32	18	842
No	192	70	36	88	46	23	12	11	6	855	192	36	46	12	6	855	14117	24	49	17	10	850
<b>Gifted/talented program</b>																						
Yes	10	7	70	3	30	0	0	0	0	869	10	70	30	0	0	869	592	71	28	1	0	867
No	199	63	32	93	47	29	15	14	7	853	199	32	47	15	7	853	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Gorham School Department

School: Gorham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
		%	N	%	N	%	N	%	N			%	%	%	%	%	%	%	%		%	
How much homework do you do on school nights?																						
A. none	3	0	0	5	71	1	14	1	14	844	3	0	71	14	14	844	9	10	39	24	26	841
B. less than one hour	32	17	25	33	49	9	13	8	12	851	32	25	49	13	12	851	46	20	50	20	11	849
C. one to two hours	56	43	37	53	46	16	14	4	3	856	56	37	46	14	3	856	41	28	49	15	7	852
D. more than two hours	9	9	50	5	28	3	17	1	6	858	9	50	28	17	6	858	5	28	44	15	12	850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	33	57	20	34	4	7	1	2	861	28	57	34	7	2	861	33	31	48	14	7	853
B. They match some of what I have learned.	56	33	29	56	49	17	15	9	8	852	56	29	49	15	8	852	53	21	51	19	9	849
C. They match just a little of what I have learned.	15	3	10	17	55	8	26	3	10	847	15	10	55	26	10	847	11	14	41	25	20	844
D. There is no match.	1	0	0	2	67	0	0	1	33	841	1	0	67	0	33	841	3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	38	41	51	31	39	4	5	4	5	859	38	51	39	5	5	859	31	42	44	8	6	857
B. good	42	24	28	47	54	11	13	5	6	854	42	28	54	13	6	854	49	19	54	19	9	849
C. fair	17	4	11	16	44	12	33	4	11	844	17	11	44	33	11	844	18	5	42	31	22	840
D. poor	2	0	0	2	40	2	40	1	20	840	2	0	40	40	20	840	2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	14	2	7	17	61	5	18	4	14	845	14	7	61	18	14	845	15	16	44	22	18	845
B. about the same as my regular schoolwork	65	49	37	58	43	19	14	8	6	855	65	37	43	14	6	855	65	23	49	18	9	850
C. easier than my regular schoolwork	21	18	42	19	44	4	9	2	5	858	21	42	44	9	5	858	19	30	49	14	8	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	2	13	5	31	4	25	5	31	839	8	13	31	25	31	839	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	47	21	22	48	51	19	20	7	7	850	47	22	51	20	7	850	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	45	45	50	39	43	4	4	2	2	860	45	50	43	4	2	860	38	36	48	11	5	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	40	27	33	34	42	14	17	6	7	853	40	33	42	17	7	853	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	56	40	35	59	52	12	11	3	3	856	56	35	52	11	3	856	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	10	2	20	2	20	5	50	835	5	10	20	20	50	835	6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	14	14	48	12	41	1	3	2	7	860	14	48	41	3	7	860	18	31	47	13	9	852
B. 20 minutes to an hour	46	37	39	46	48	11	11	2	2	857	46	39	48	11	2	857	41	28	49	15	7	852
C. less than 20 minutes	10	4	20	10	50	5	25	1	5	851	10	20	50	25	5	851	13	20	49	18	12	848
D. I rarely read at home.	30	14	23	28	45	11	18	9	15	848	30	23	45	18	15	848	28	12	47	26	16	844
How do you feel about the following statement?																						
“My knowledge of reading will be useful to me as an adult.”																						
A. strongly agree	45	43	46	36	39	10	11	4	4	857	45	46	39	11	4	857	43	31	48	14	7	853
B. agree	48	24	24	53	53	15	15	8	8	851	48	24	53	15	8	851	48	18	50	20	12	848
C. disagree	5	1	9	6	55	3	27	1	9	849	5	9	55	27	9	849	6	11	43	24	21	843
D. strongly disagree	2	1	25	1	25	1	25	1	25	842	2	25	25	25	25	842	2	6	36	32	26	839
Optional school/SAU question																						
A.	38	1	33	1	33	0	0	1	33	841	38	33	33	0	33	841						
B.	38	1	33	1	33	1	33	0	0	849	38	33	33	33	0	849						
C.	25	0	0	1	50	0	0	1	50	835	25	0	50	0	50	835						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Gorham School Department  
School: Gorham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	17	8	17	8	1714	11
	2006-2007	29	14	29	14	1952	13
	<b>2007-2008</b>	<b>40</b>	<b>19</b>	<b>40</b>	<b>19</b>	<b>1657</b>	<b>11</b>
	Cum. Total*	86	13	86	13	5323	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	79	36	79	36	5533	34
	2006-2007	79	37	79	37	5870	38
	<b>2007-2008</b>	<b>90</b>	<b>43</b>	<b>90</b>	<b>43</b>	<b>5956</b>	<b>40</b>
	Cum. Total*	248	39	248	39	17359	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	68	31	68	31	4764	29
	2006-2007	70	33	70	33	3982	26
	<b>2007-2008</b>	<b>41</b>	<b>20</b>	<b>41</b>	<b>20</b>	<b>3729</b>	<b>25</b>
	Cum. Total*	179	28	179	28	12475	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	54	25	55	25	4251	26
	2006-2007	34	16	34	16	3534	23
	<b>2007-2008</b>	<b>38</b>	<b>18</b>	<b>38</b>	<b>18</b>	<b>3579</b>	<b>24</b>
	Cum. Total*	126	20	127	20	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.2	57.5	9.2	57.5	8.4	52.5
Cluster 2: Shape and Size	14	25	7.2	51.4	7.2	51.4	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	5.2	65.0	5.2	65.0	4.6	57.5
Cluster 4: Patterns	18	32	9.7	53.9	9.7	53.9	8.9	49.4

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Gorham School Department  
 School: Gorham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	209	40	19	90	43	41	20	38	18	846	209	19	43	20	18	846	14921	11	40	25	24	841
<b>Ethnicity</b>																						
African American/Black	1										1						352	2	23	23	52	828
American Indian or Native Alaskan	1										1						117	5	22	33	39	832
Asian or Pacific Islander	2										2						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	205	39	19	90	44	40	20	36	18	846	205	19	44	20	18	846	14140	11	41	25	23	841
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	28	0	0	4	14	6	21	18	64	825	28	0	14	21	64	825	2265	1	14	22	62	824
No	181	40	22	86	48	35	19	20	11	849	181	22	48	19	11	849	12656	13	45	26	17	844
<b>Current LEP</b>																						
Yes	3										3						315	5	24	20	51	828
No	206	40	19	90	44	40	19	36	17	846	206	19	44	19	17	846	14606	11	40	25	23	841
<b>Economically disadvantaged</b>																						
Yes	32	2	6	13	41	6	19	11	34	837	32	6	41	19	34	837	5217	5	30	29	37	834
No	177	38	21	77	44	35	20	27	15	848	177	21	44	20	15	848	9704	15	45	23	17	845
<b>Migrant</b>																						
Yes	0										0						7	0	43	43	14	838
No	209	40	19	90	43	41	20	38	18	846	209	19	43	20	18	846	14914	11	40	25	24	841
<b>Gender</b>																						
Female	97	19	20	44	45	19	20	15	15	847	97	20	45	20	15	847	7199	11	40	26	23	841
Male	112	21	19	46	41	22	20	23	21	845	112	19	41	20	21	845	7722	11	40	24	25	841
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	17	0	0	2	12	7	41	8	47	830	17	0	12	41	47	830	806	3	20	30	47	831
No	192	40	21	88	46	34	18	30	16	848	192	21	46	18	16	848	14115	12	41	25	23	842
<b>Gifted/talented program</b>																						
Yes	10	8	80	0	0	0	0	2	20	861	10	80	0	0	20	861	592	58	39	2	1	864
No	199	32	16	90	45	41	21	36	18	845	199	16	45	21	18	845	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 8  
 SAU: Gorham School Department  
 School: Gorham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	2	29	5	71	0	0	838	3	0	29	71	0	838	9	5	30	23	41	833
B. less than one hour	32	15	22	24	36	11	16	17	25	846	32	22	36	16	25	846	46	10	40	26	25	840
C. one to two hours	56	20	17	57	49	21	18	18	16	847	56	17	49	18	16	847	41	14	42	25	19	843
D. more than two hours	9	5	28	6	33	4	22	3	17	847	9	28	33	22	17	847	5	14	38	23	24	842
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	20	11	26	16	38	8	19	7	17	849	20	26	38	19	17	849	30	17	43	22	18	845
B. They match some of what I have learned.	58	24	20	56	46	22	18	19	16	847	58	20	46	18	16	847	50	10	42	26	22	841
C. They match just a little of what I have learned.	19	5	13	13	33	11	28	11	28	839	19	13	33	28	28	839	17	6	32	29	33	836
D. There is no match.	2	0	0	4	80	0	0	1	20	846	2	0	80	0	20	846	4	3	18	25	54	828
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	24	25	50	16	32	4	8	5	10	858	24	50	32	8	10	858	26	29	46	14	11	851
B. good	48	12	12	54	54	19	19	15	15	845	48	12	54	19	15	845	45	7	46	27	20	841
C. fair	22	3	7	15	33	15	33	13	28	838	22	7	33	33	28	838	23	1	26	34	38	833
D. poor	6	0	0	4	33	3	25	5	42	834	6	0	33	25	42	834	5	1	14	29	57	827
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	34	11	15	28	39	14	20	18	25	843	34	15	39	20	25	843	34	4	35	28	32	836
B. about the same as my regular schoolwork	60	25	20	54	44	26	21	18	15	847	60	20	44	21	15	847	52	10	43	26	21	842
C. easier than my regular schoolwork	6	4	33	6	50	1	8	1	8	856	6	33	50	8	8	856	13	33	40	14	13	852
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	39	16	21	32	42	16	21	13	17	847	39	21	42	21	17	847	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	55	21	19	50	45	21	19	18	16	847	55	19	45	19	16	847	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	6	2	17	5	42	2	17	3	25	845	6	17	42	17	25	845	6	9	27	27	38	835
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	5	1	9	5	45	3	27	2	18	842	5	9	45	27	18	842	9	6	38	27	29	837
B. two or three days a week	22	7	15	20	43	6	13	13	28	841	22	15	43	13	28	841	16	8	38	27	27	839
C. two or three times each month	54	24	21	52	46	23	21	13	12	849	54	21	46	21	12	849	28	12	41	27	21	843
D. never or almost never	19	8	21	12	31	9	23	10	26	845	19	21	31	23	26	845	48	13	40	23	24	842
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	42	13	15	40	45	23	26	12	14	846	42	15	45	26	14	846	38	14	42	23	21	843
B. two or three times a week	46	24	25	41	43	15	16	16	17	849	46	25	43	16	17	849	33	10	41	26	23	841
C. two or three times each month	10	3	14	8	38	2	10	8	38	840	10	14	38	10	38	840	18	10	36	27	27	840
D. never or almost never	1	0	0	0	0	1	33	2	67	827	1	0	0	33	67	827	11	7	34	26	33	836
<b>How do you feel about the following statement?</b> <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	56	33	28	47	40	23	20	14	12	850	56	28	40	20	12	850	54	14	44	23	18	844
B. agree	36	4	5	35	47	16	21	20	27	840	36	5	47	21	27	840	38	8	36	27	28	838
C. disagree	6	3	23	7	54	2	15	1	8	850	6	23	54	15	8	850	6	6	31	28	36	835
D. strongly disagree	1	0	0	0	0	0	0	3	100	825	1	0	0	0	100	825	2	3	23	25	49	831
<b>Optional school/SAU question</b>																						
A.	38	0	0	1	33	1	33	1	33	834	38	0	33	33	33	834						
B.	38	0	0	1	33	2	67	0	0	837	38	0	33	67	0	837						
C.	25	0	0	1	50	0	0	1	50	838	25	0	50	0	50	838						
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date:	March 2008
Grade:	8
SAU:	Gorham School Department
School:	Gorham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	30	14	30	14	1879	12
	2006-2007	49	23	49	23	2192	14
	<b>2007-2008</b>	<b>49</b>	<b>23</b>	<b>49</b>	<b>23</b>	<b>2371</b>	<b>16</b>
	Cum. Total*	128	20	128	20	6442	14
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	102	47	102	47	8604	53
	2006-2007	120	57	120	57	7916	52
	<b>2007-2008</b>	<b>104</b>	<b>50</b>	<b>104</b>	<b>50</b>	<b>7630</b>	<b>51</b>
	Cum. Total*	326	51	326	51	24150	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	58	27	58	26	3618	22
	2006-2007	30	14	30	14	3340	22
	<b>2007-2008</b>	<b>39</b>	<b>19</b>	<b>39</b>	<b>19</b>	<b>3175</b>	<b>21</b>
	Cum. Total*	127	20	127	20	10133	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	28	13	29	13	2174	13
	2006-2007	13	6	13	6	1865	12
	<b>2007-2008</b>	<b>17</b>	<b>8</b>	<b>17</b>	<b>8</b>	<b>1731</b>	<b>12</b>
	Cum. Total*	58	9	59	9	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	8.8	62.9	8.8	62.9	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.9	56.4	7.9	56.4	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.1	57.9	8.1	57.9	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	9.2	65.7	9.2	65.7	8.5	60.7

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Gorham School Department  
 School: Gorham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	209	49	23	104	50	39	19	17	8	851	209	23	50	19	8	851	14907	16	51	21	12	847
<b>Ethnicity</b>																						
African American/Black	1										1						349	4	35	26	34	837
American Indian or Native Alaskan	1										1						117	8	40	28	24	840
Asian or Pacific Islander	2										2						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	205	48	23	104	51	38	19	15	7	851	205	23	51	19	7	851	14129	16	52	21	11	848
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	28	0	0	7	25	8	29	13	46	834	28	0	25	29	46	834	2258	3	29	31	37	836
No	181	49	27	97	54	31	17	4	2	854	181	27	54	17	2	854	12649	18	55	20	7	850
<b>Current LEP</b>																						
Yes	3										3						315	4	29	25	42	834
No	206	49	24	104	50	38	18	15	7	851	206	24	50	18	7	851	14592	16	52	21	11	848
<b>Economically disadvantaged</b>																						
Yes	32	1	3	16	50	8	25	7	22	843	32	3	50	25	22	843	5206	8	45	28	20	842
No	177	48	27	88	50	31	18	10	6	853	177	27	50	18	6	853	9701	20	55	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	29	57	14	0	852
No	209	49	23	104	50	39	19	17	8	851	209	23	50	19	8	851	14900	16	51	21	12	847
<b>Gender</b>																						
Female	97	18	19	53	55	20	21	6	6	850	97	19	55	21	6	850	7196	14	52	23	12	847
Male	112	31	28	51	46	19	17	11	10	852	112	28	46	17	10	852	7711	18	51	20	12	848
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	17	0	0	4	24	10	59	3	18	838	17	0	24	59	18	838	804	6	38	34	22	841
No	192	49	26	100	52	29	15	14	7	852	192	26	52	15	7	852	14103	16	52	21	11	848
<b>Gifted/talented program</b>																						
Yes	10	5	50	4	40	1	10	0	0	860	10	50	40	10	0	860	592	63	35	1	0	865
No	199	44	22	100	50	38	19	17	9	851	199	22	50	19	9	851	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 8  
 SAU: Gorham School Department  
 School: Gorham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 32 56 9	1 15 26 7	14 22 22 39	3 30 65 5	43 45 56 28	3 13 18 5	43 19 16 28	0 9 7 1	0 13 6 6	847 850 851 854	3 32 56 9	14 22 22 39	43 45 56 28	43 19 16 28	0 13 6 6	847 850 851 854	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	23 47 27 3	14 21 13 0	30 21 23 0	19 51 31 2	40 52 55 33	10 21 7 1	21 21 13 17	4 5 5 3	9 5 9 50	852 851 852 834	23 47 27 3	30 21 23 0	40 52 55 33	21 21 13 17	9 5 9 50	852 851 852 834	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	34 47 15 4	33 14 2 0	47 14 6 0	30 55 17 1	43 56 53 13	7 24 5 3	10 24 16 38	0 5 8 4	0 5 25 50	859 849 844 835	34 47 15 4	47 14 6 0	43 56 53 13	10 24 16 38	0 5 25 50	859 849 844 835	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	27 58 15	12 24 12	22 21 39	27 59 14	50 50 45	10 26 2	19 22 6	5 8 3	9 7 10	851 850 856	27 58 15	22 21 39	50 50 45	19 22 6	9 7 10	851 850 856	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	33 62 5	15 31 2	23 25 20	28 69 5	42 55 50	19 18 1	29 14 10	4 8 2	6 6 20	851 852 847	33 62 5	23 25 20	42 55 50	29 14 10	6 6 20	851 852 847	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	38 22 25 15	14 12 20 3	18 26 39 9	41 25 23 14	53 54 45 44	16 5 6 11	21 11 12 34	7 4 2 4	9 9 4 13	849 853 857 845	38 22 25 15	18 26 39 9	53 54 45 44	21 11 12 34	9 9 4 13	849 853 857 845	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
How do you feel about the following statement? “My knowledge of science and technology will be useful to me as an adult.” A. strongly agree B. agree C. disagree D. strongly disagree	25 56 15 3	21 19 9 0	40 16 28 0	25 63 13 2	47 54 41 33	6 25 7 1	11 21 22 17	1 10 3 3	2 9 9 50	858 849 851 836	25 56 15 3	40 16 28 0	47 54 41 33	11 21 22 17	2 9 9 50	858 849 851 836	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
How well does the following statement reflect your future goals? “I am interested in a career related to science, technology, engineering, or mathematics.” A. strongly agree B. agree C. disagree D. strongly disagree	25 40 27 8	22 17 5 5	42 20 9 29	21 41 35 6	40 49 63 35	7 19 10 3	13 23 18 18	2 6 6 3	4 7 11 18	857 850 848 849	25 40 27 8	42 20 9 29	40 49 63 35	13 23 18 18	4 7 11 18	857 850 848 849	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
Optional school/SAU question A. B. C. D.	38 38 25 0	0 0 0 0	0 0 0 0	1 1 1 1	33 33 50 50	1 2 0 0	33 67 0 0	1 0 1 1	33 0 50 50	838 845 836 836	38 38 25 0	0 0 0 0	33 33 67 0	33 67 0 50	33 0 50 50	838 845 836 836						